

## INTEGRATING ENGLISH LANGUAGE AND VALUES EDUCATION TO DEVELOP MEDIA COMPETENCE IN FUTURE PRIMARY SCHOOL TEACHERS

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**Abstract:** This article examines the integration of English language teaching with values education as a means of developing media competence in future primary school teachers. It highlights the role of media-based activities—such as role plays, visual materials, and storytelling—in fostering communicative, ethical, social, and media literacy skills. The study concludes that combining language learning with values-oriented media content enhances students' personal qualities and prepares teachers to effectively integrate language, ethics, and media tools in education.

**Keywords:** media competence, values education, English language teaching, primary school teachers, media literacy

Nowadays, modern classrooms are equipped with television, cinema, video, and the internet. In such an environment, students' interest in the internet increases. In this case, in order for a teacher to develop students' skills in using media tools correctly and wisely, the teacher must first have experience in attending media lessons. During the learning process, the following advantages of organized media lessons can be observed:

- in the educational process, the teacher is not limited only to theoretical knowledge but also delivers the learning materials in the form of prepared information using media tools. In this case, learning objects and events are modeled;
- there is an opportunity to work with computers and various programs, which makes it possible to prepare different presentations on the topic being studied and enrich them with tables, pictures, and other supplementary information;
- by assigning independent tasks through media tools and the internet, students can be directed towards research activities, where they have the opportunity to independently test and apply learning materials in practice;
- through individual tasks, students are given the chance to enhance their interest in the learning process and improve their creative work;
- media products used in the lesson increase the likelihood that students will engage with and better understand the content of the lesson in an interesting way;
- the regular use of media tools in lessons develops students' skills in working with information- such as searching for it, selecting what is necessary, processing and organizing it, understanding its content, and being able to apply it;

– assigning students to prepare media products themselves also creates opportunities for the development of their media culture.

In the contemporary digitalized education system, a teacher with well-developed media competence is regarded as a highly qualified professional. Such a teacher demonstrates the ability to interpret and effectively utilize regulatory documents, independently prepare domain-specific reports, and skillfully work with diverse internet resources. Moreover, they are capable of critically analyzing online materials and possess the necessary skills to autonomously obtain, evaluate, and apply educational information from specialized educational websites. Beyond these professional qualities, media competence equips teachers with the capacity to integrate digital tools into the teaching and learning process more effectively, thus enhancing students' engagement and learning outcomes. Furthermore, teachers who possess strong media competence contribute to the formation of a media-literate generation that is able to navigate the vast flow of information, critically assess media content, and use it responsibly in both academic and social contexts.

In today's information-oriented society, the restrictions and prohibitions on receiving various types of information through platforms such as Telegram, Instagram, YouTube, My Tube, Facebook, WhatsApp, and many other communication and information-sharing tools emphasize the importance of widely promoting the concept of media competence within the social community. This, in turn, increases the opportunities for the future development of all areas of the education sector. Thus, in order to develop the professional media competence of future teachers, it is essential to make extensive use of international experiences, integrate educational modules that provide media literacy into curricula, and advance the field of media education through the creation of media content. This has become a crucial requirement of the present era.

In order to further develop an effective system for the purposeful training of future primary school teachers, it is necessary to review the research conducted in this field. It should be emphasized that, in our study, dissertation works aimed specifically at the development of media competence within the framework of professional competence hold significant importance. In the sphere of professional competence, scholars such as A. S. Karpechenko, S. I. Obushak, I. V. Chichikin, and many other pedagogical researchers have presented their methodological approaches. However, research findings indicate that the issues of developing media competence have not been sufficiently explored. Therefore, the study of students' media competence has become a matter of great interest in our research. B. A. Isakov, in the process of studying the media competence of future teachers, sought to ensure the integration of systemic, competence-based, and activity-oriented approaches. N. Yu. Khlizova also attempted to apply a combination of learner-centered, activity-based, and competence-oriented approaches. T. I. Myasnikova, in her research on the media culture of future teachers, strived to integrate competence-based and axiological approaches. From the above analyses, it can be observed that the majority of scholars have placed greater emphasis on the competence-based approach.

From the above analyses, it can be concluded that most scholars have placed greater emphasis on the competence-based approach.

In the development of media literacy among future primary school teachers, the use of interdisciplinary collaboration opportunities remains one of the most pressing tasks. This is because interdisciplinary cooperation and integrative education are defined as factors that foster

the development of students' complex abilities. Media culture, likewise, should be developed on the basis of the integration of various disciplines, while in media education it is of particular importance to ensure the integration of information technologies and language teaching subjects. Through the use of educational words in English, students broaden their worldview, develop critical thinking skills toward media information, and cultivate personal qualities and values such as tolerance and responsibility. At the same time, teachers acquire the competence to integrate language, ethics, and educational aspects with media tools.

Even when examining foreign experience, we can observe that special attention is paid to the integration of values education with English language teaching. For instance, in Cambridge Primary English textbooks, there are special sections entitled "values education", in which concepts such as "helpfulness", "kindness", and "honesty" are designated as essential learning materials within lessons. Moreover, numerous linguistic scholars emphasize in their research that English language teaching should be integrated with intercultural communication, moral values, peace-building, and civic responsibility.

Based on the above considerations, it can be concluded that through the integration of English and values education, future teachers will develop the following competencies:

- Communicative competence – the ability to express moral views through a foreign language;
- Ethical competence – understanding the social meaning of each word learned;
- Social competence – the ability to work collaboratively, show respect, and listen to others;
- Media literacy – the ability to select and critically analyze educational and value-oriented content.

The use of such words contributes to the development of students' personal qualities, creates the foundation for education through media to become modern, interactive, and impactful, and adds social and moral content to the process of language learning. At the same time, it provides real opportunities for the implementation of future teachers' media competence. From this, it becomes evident that the role of the English language as a means of education holds particular importance in a learner-centered approach, especially for preparing modern professionals in the field of primary education.

We will now examine the advantages of integrating English language and values education and organizing activities on this basis:

1. Various dialogues and role plays – for example, in a role play on the topic "appreciate your family and friends", students practice kindness by helping each other and expressing sincere words in English, thereby learning the concept of compassion in a practical way.
2. Lessons based on visual materials – here, educational discussions on moral issues are organized through the use of cartoons, illustrated dictionaries, or posters.
3. Storytelling and analysis using picture dictionaries – based on English picture dictionaries or short stories with educational content, students translate and analyze concepts, as well as evaluate the actions and behaviors of the characters.

In the organization of educational activities, the use of media texts represents one of the most effective tools. For instance, the application of video clips enables students to develop an

understanding of value-oriented vocabulary and related qualities through both visual and emotional influence. The use of infographics facilitates the retention of information, while animated stories and podcasts strengthen learners' listening comprehension and memory skills. Consequently, these methods contribute not only to the development of socio-emotional competencies but also to the acquisition of English language knowledge.

The integration of values education into the process of developing media competence in future primary school teachers is of particular significance. In this regard, the following aspects should be taken into consideration:

- each lesson should be organized around a core educational theme (such as honesty, respect, friendship, or patience);
- every piece of media content presented in the classroom should be concluded with a value-based question to stimulate reflection;
- students should be actively engaged in the process of evaluating media content, expressing their opinions, and drawing independent conclusions.

The process of teaching in primary school is not limited to mere vocabulary memorization or constructing sentences based on specific situations. Rather, this process should contribute to the development of students' social and moral consciousness as well as the assimilation of cultural values. From this perspective, fostering media competence through an educational approach has become one of the pressing issues in the modern system of primary education. Media tools, due to their visual clarity, comprehensibility, and emotional impact, leave a deep impression on the minds of young learners. Therefore, the effective use of media texts integrated with educational and moral ideas in English language lessons not only develops linguistic skills but also plays a crucial role in shaping students' social and moral outlook.

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